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ABSTRACT

By completing the activities in this unit of study, third graders will learn how the packaging of materials affects purchasing decisions. The unit, which was developed by teachers, is individualized and intended for use in learning centers. Specific objectives include teaching children to recognize and evaluate the three components of packaging art: color, lettering, and characters. Some examples of the activities in which students are involved include the following. Students are asked to choose one type of product such as laundry soap, go to the grocery store, and then make a chart of the main colors on the packages. In another activity students are given a list of products and asked to study different styles of lettering, to write two words that describe each type of letter, and then to write down a product that might use this type of lettering on its package. Students also design characters to go with products. The unit is comprised of a teacher's guide and a student booklet. The teacher's guide contains instructions for the teacher, pre- and posttests, and copies of all student worksheets. The student booklet contains brief background readings and specific directions which the students must follow to complete the units. (Author/RM)

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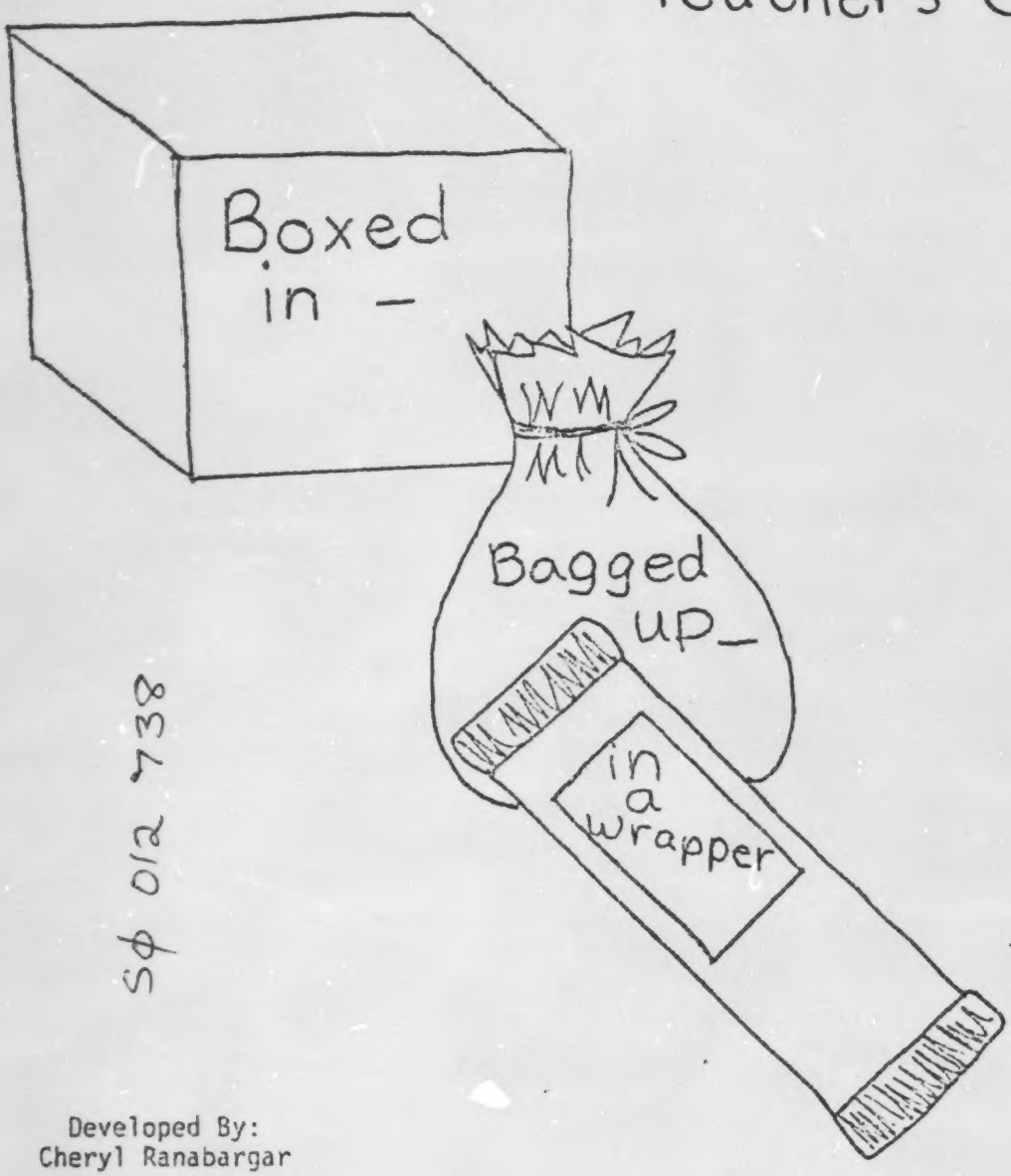
Teacher's Guide



SP 012 738

Developed By:
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PACKAGE RESUME FORM

Publication Date July, 1979 **Level/Subject** Third Grade Lang. & Art

Title Boxed in, Bagged up, In a Wrapper

Author Cheryl Ranabargar

Abstract The packaging of products can provide many psychological pulls for a consumer. In this capsule, students will discover how packaging art and composition can affect their purchasing decisions.

To complete this capsule, students need to know the meaning of the following terms: primary colors, secondary colors, hot colors, cool colors, characters. Students will work at their own rate at a learning center called Packaging Center. During the 4-6 hours of instructional time, the students will use actual packages to help aid their understanding of the concepts taught in the capsule.

This capsule was written to be inculded in the third grade language and art programs.

OBJECTIVES

Upon completing this capsule your students will be able to:

- recognize the three components of packaging art.
- analyze how packaging art affects purchasing decisions.
- evaluate different forms of packaging art components (color, lettering, characters)

STUDENT RECORD SHEETS

This record sheet is designed to help the student and teacher record progress in the learning capsule. There should be a copy of the record sheet at the packaging center for each student. The teacher should also keep a copy to record scores of pre- and post-tests and self checks. Comments can also be made on each student's progress, noting activities the student did poorly on or seemed to enjoy.

SPECIAL INSTRUCTIONS AND SUGGESTIONS

This capsule needs to be set up in a corner of the classroom using the learning center approach. Directions in the student capsule tell the student to go to the Packaging Center for materials. Several large boxes or tea crates could be used to hold the packages and games that will be used for various activities. I labeled these with cartoon-type drawings. A poster or a bulletin board announces the center area. I used a poster with the title written inside various types of packages as shown on page 1 of the student capsule. Worksheets and other materials needed should be labeled and placed in a colorful folder or box at the center.

Students may need special instructions and reminders to keep them "on track" at the center. They must assume the responsibility for obtaining the materials for each activity, putting materials away when finished, and checking and correcting activities when they are finished.

Sometimes students are uncomfortable with this new freedom and responsibility. You will have to be especially encouraging and supportive during the first few days until routines are established.

The teacher will need to have a large number of packages available for the students to use during the completion of this capsule. Students can provide a lot of these. Ask for a variety of packages which will illustrate the three main components of packaging art: color, lettering, and characters. You might want to send a letter home to parents asking for their cooperation--maybe even to begin saving packages for you. A sample is found on the next page.

Characters you will need for the game boards in Section 3 are provided on page of this teacher's guide.

Dear Mom and Dad:

Would you save empty packages from all types of products for us? We are studying the three main parts of packaging: coloring, lettering, and characters. Help us gather examples for our learning center.

Thank you,

Your Child

Materials Needed for students to complete activities in this capsule include the following:

Packaging Center: These will be needed for all sections.
Cardboard boxes--marked Games, Tapes
Manila folders--one for Record Sheets, Completed Papers, and one for each Worksheet
Assorted felt markers
Packages

Section 1
Cassette Tape Player
Tape Script
Blank Cassette Tape

Section 2
Lettering Guides
Ruler
Drawing Paper
Glue
Scissors
Pencil
Cellophane Paper: red, yellow, blue

Section 3
Butcher Paper
Crayons
Magazines
Scissors
Ruler
Pencil

DIRECTIONS FOR GAMES

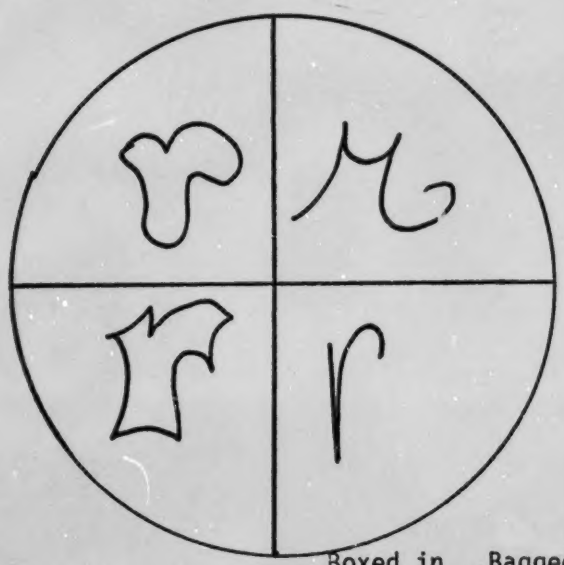
Letters-Go-Round

You will need: large pizza wheel (12" or larger)
packages from products (whole or labels only)
felt tip markers

Construction: Divide the pizza wheel into fourths, then place letters of different styles on each section

Have students place packages with similar lettering on the correct section of the wheel. Write directions for this exercise on the back of the pizza wheel.

Directions: Match the lettering on package labels with the letter styles on the wheel. Put all the letterings that match on the correct section of the pizza wheel. Let your teacher see your work when you finish. Mark your record sheet.



Matching Exercise - A
Letter Matching

You will need: tagboard sheets, 16 cards, assorted felt tip markers, letters (drawn or cut from packages)

Construction: tagboard should be cut into 12" X 12" squares
These should then be divided into 4 equal squares.
The smaller squares should be divided into 2 sections--one for the letter and one for describing words. Tagboard cards should be cut. Each card should have a word printed on it that describes one type of lettering. Some words that could be used are:
soft, fat, tall, thin, straight, slanted, skinny, high, round, fancy, plain, wide, big, etc.
These smaller cards are then placed on the section of lettering they best describe. These cards should be kept in an envelope. This envelope should then be glued to the back of the gameboard. Instructions for the matching game should also be printed on the back.(see p.6a)

Instructions: Look carefully at the letter styles printed on the game board. Match the word on the cards with the letter style they describe.
Show your completed gameboard to your teacher.
Then mark your record sheet.

ر	soft big	ر	
ر	wide	ر	high

tall

round

fat

CHARACTER CARTOONS

You will need: labels from packages with characters--or use the characters on page
tagboard
ruler
felt markers
scissors
glue

Construction: This is a board matching game. On a large piece of tagboard, divided into 9 sections; glue, trace, or draw familiar characters that are found on packages. You should have 1 character in each square. On the large gameboard, use only the character picture.
Some characters you could use are: Cap'n Crunch, Quaker Oats Man, Chef Boy ar Dee, Pringles Man, Charlie the Tuna, Tony the Tiger, Trix Rabbit, Betty Crocker, Aunt Jemima, Hawaiian Punch Man, Jolly Green Giant, and any others you can find to use.

Cut small tagboard cards and write the name of the character and the product it represents. Place printed cards in an envelope glued to the back of the gameboard. If you make more than one gameboard, each board and cards should be numbered or color coded for easy recognition. A key can be made for each game card. Just sketch or trace the characters as they appear on the card and write in the answer on the same square. Student Instructions and illustrations

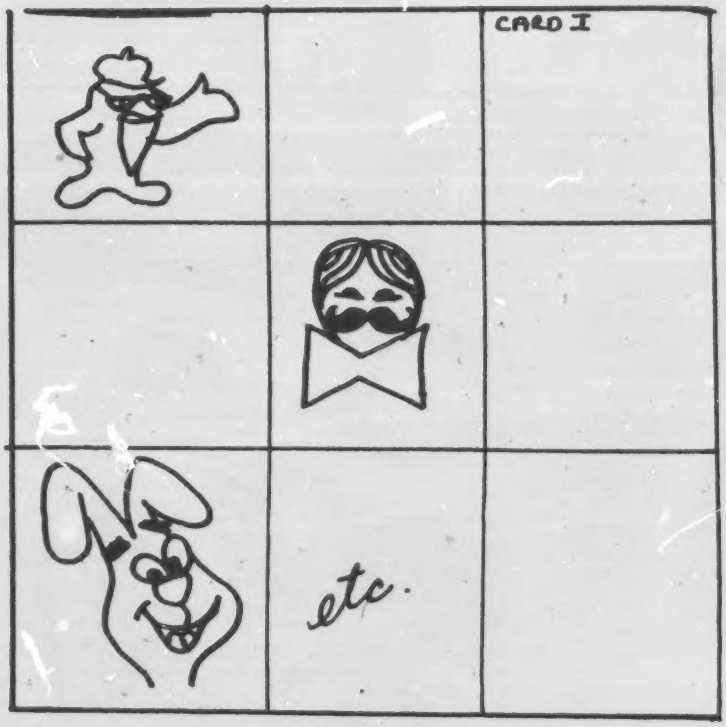
of game cards continued on following page.

CARTOON CHARACTERS (Con't)

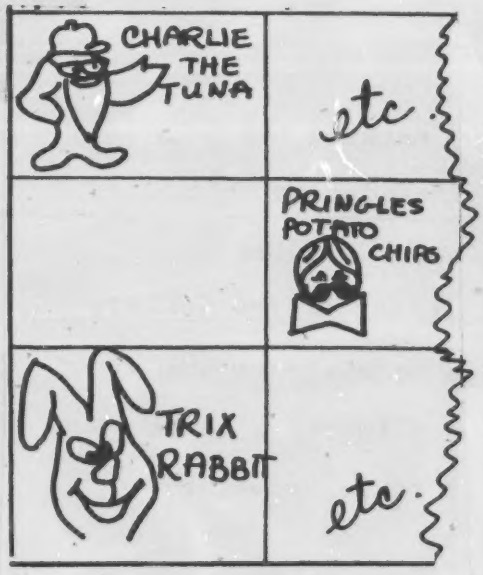
Student Instructions:

Look at the characters on your game card. See if you know these characters and the products they help to sell. Look through the cards and find the name of the character and its product. Match the card with the correct picture. Check your work by looking at the answer key. Mark your record sheet when you are finished.

GAME CARD I



ANSWER KEY FOR CARD I



Boxed in...Bagged up...In a Wrapper

CHARLIE TUNA

TRIX RABBIT - CEREAL

PRINGLES POTATO CHIPS

ELMER THE BULL - BORDEN'S

SUNSHINE BAKER -

CAP'N CRUNCH

↑ HAWAIIAN PUNCH

SUGAR BEAR SUGAR CRISP CEREAL

← Mr. Peanut (he has spats)

CHARLIE THE TUNA

TRIX RABBIT - CEREAL

PRINGLES POTATO CHIPS

ELMER THE BULL - BORDEN'S

SUNSHINE BAKER -

CAP'N CRUNCH

↑ HAWAIIAN PUNCH

SUGAR BEAR SUGAR CRISP CEREAL

← Mr. Peanut (he has spats)

Mystery Products Game

You will need: envelopes (10)
product labels or box fronts (10)
scissors
box-to hold puzzles

Laminate or cover with contact paper the labels you will use. Then cut these labels into pieces--jigsaw puzzle style. On the back of each piece, either number or color code the pieces that belong together. Place the pieces in an envelope with the same number or code to keep all the pieces together. Place the envelopes in a box marked "Mystery Products". Instructions for playing Mystery Products could be placed on the inside of the box lid.

Student Instructions

Two or more players are needed. The object of the game is to guess the product shown in the puzzle by seeing as few pieces as possible. Pieces should be pulled out of the envelope one piece at a time. The player who guesses the product wins a point. The first player to have 5 points wins the game.

Matching Exercise-B

Matching Cards

Matching cards can be easily made from 5" X 12" strips of tagboard.

You will need: tagboard strips (10)
scissors
markers
glue
product labels with characters (10)

Construction: One half of the tagboard card should have the product name listed. Either print on or glue on a product label. The other half should have the character used to promote the product either drawn on or cut from the product label and glued on. The strips can be laminated and then cut apart, puzzle style. Remember to cut each puzzle card differently so only the correct halves can be matched. Students can quickly check their work by looking at the pieces and looking for an even match. Pieces should be placed in a small box or clasp envelope and marked "Matching Cards". Instructions can be written on the envelope or box.

Student Instructions:

Look through these cards and see if you can match a character and the product it advertises. When you find a set, put them together and see if they form a whole strip. See how many matches you can make in 10 minutes. Then ask your teacher to check your work. Remember to color in this activity on your record sheet.

HOW TO USE THE PRE- AND POST-TESTS

The pre-test should be given with the idea of assessing each student's strengths and weaknesses in terms of their knowledge of packaging techniques. Reassure students that the pre-test is given only to let the student and the teacher know in what area students are weak, and in which area they are strong. The pre-test will not be counted as a grade in the capsule. Reassure students that they should not worry about questions on the pre-test that they cannot answer.

After students take the pre-test, you may find some students who need to complete only 1 or 2 sections of this capsule, while others may need to do all sections. Questions on the pre-test cover Section 1 skills and questions cover skills learned in Section 3 of the capsule.

If a student misses any questions in a particular section, he/she should be required to complete that section of the capsule.

The post-test will indicate whether or not the student has mastered the material that is covered in the capsule. The sections of the capsule are assessed as follows: Questions check Section 1 skills. Questions check skills from Section 2. Questions check skills from Section 3. If the post-test shows a need for more work, this can be noted on the record sheet. Have the student rework some materials or do the activities he/she did not select the first time through the capsule.

CHARLIE THE TUNA

TRIX RABBIT - CEREAL

PRINGLES POTATO CHIPS

SUNSHINE BAKER -

ELMER THE BULL - BORDEN'S

CAP'N CRUNCH

SUGAR BEAR
SUGAR CRISP CEREAL

↑ HAWAIIAN PUNCH

← Mr. Peanut (he has spats)

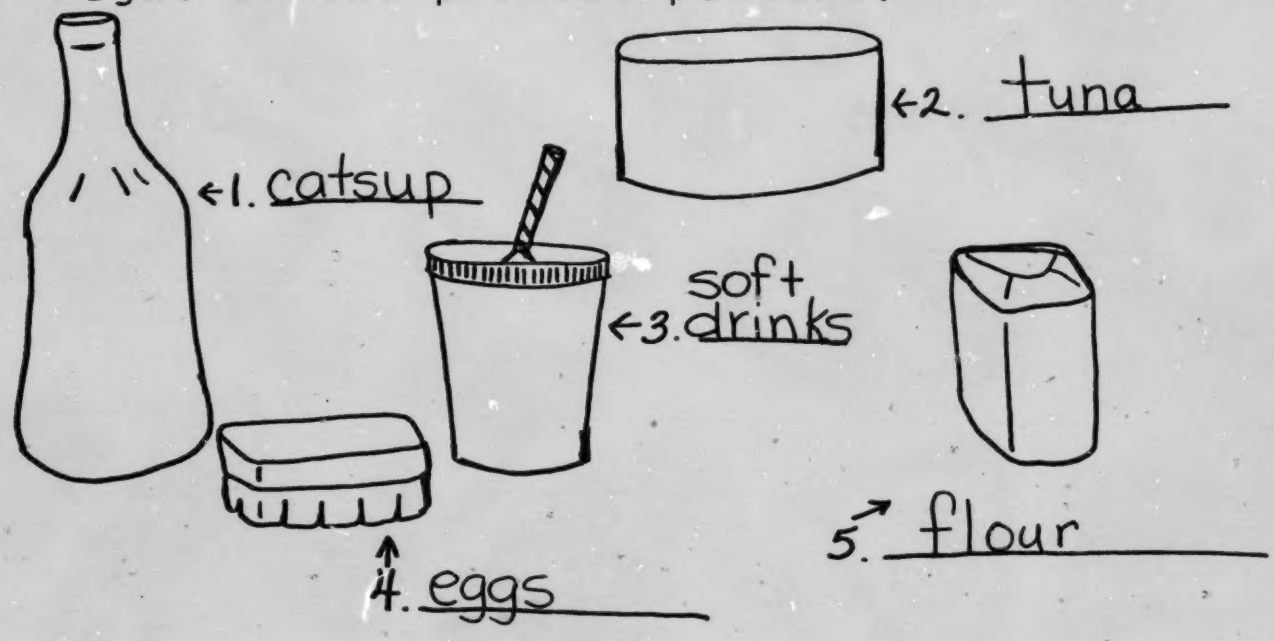
Worksheet 1

Name Key Date _____

Follow the directions for each part. This is an easy worksheet on packaging.

PART A

Match the product with its package. Choose from the products below. Write the product name on the line to the right of the product picture.



PRODUCTS		
eggs		tuna
catsup	soft drinks	flour

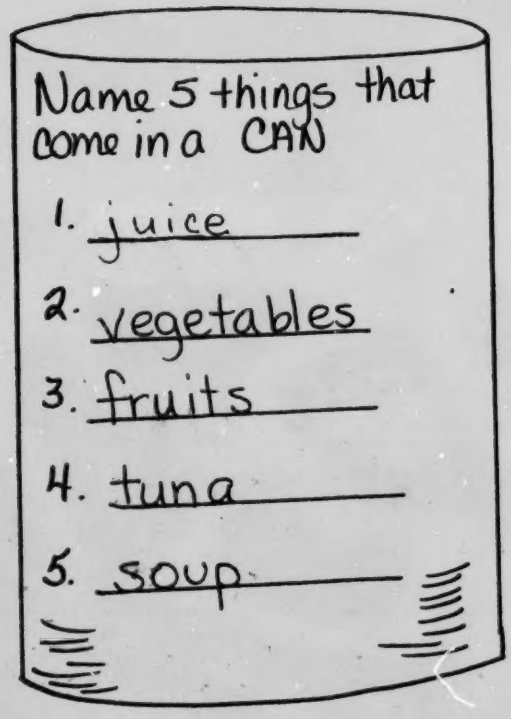
NOW...go to the next page for PART B

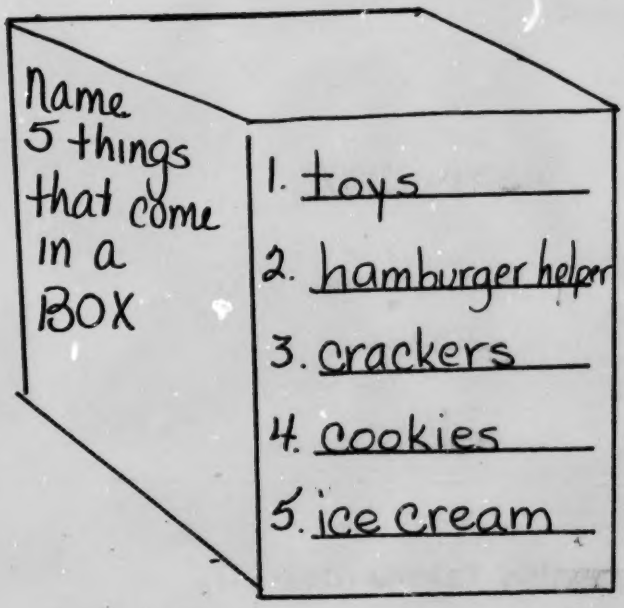
Worksheet 1 (con't)

Name Key Date _____

PART B

Fill in each container with products you can buy that come packaged in that container.

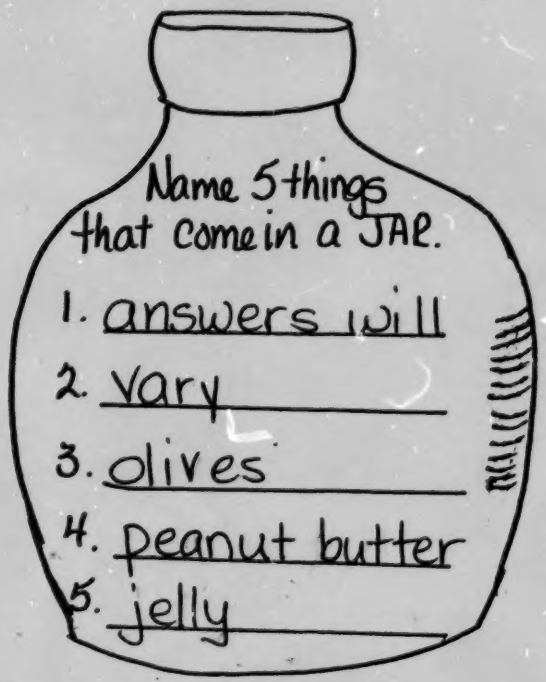




answers will vary, but some suggestions are given.

Worksheet 1 (con't)

Name _____ Date _____



Now, check your work, color in your record sheet, and show this worksheet to your teacher.

Worksheet 2

Name Key Date 18

PART A

Fill in the blanks with color names. Remember what you learned on the tape. If you do not remember, listen to the tape again.

Primary Colors: red yellow blue

Secondary Colors: orange green purple

Hot Colors: red yellow orange

Cool Colors: blue green lavender

My Favorite Color: answers will vary

PART B

Fill in the color bar. Use cellophane primary colors and overlap these to get secondary colors. You may glue or tape these to the sheet. All the supplies for this activity are at the Packaging Center.

Primary	Secondary	Primary	Secondary	Primary	Secondary
red	orange	yellow	green	blue	purple

(red)

When you are finished- put your sheet in the folder marked Completed Papers. Color in your record sheet!

Worksheet 3

SURVEY

Name _____ Date _____

Directions: Pick one type of product at either the grocery store or toy department. Either go to the store or use the packages we have at the Packaging Center.

Make a chart of the main color on the packages. You can set up your chart several ways. Here is an idea or you can use your own type of chart.

SAMPLE

Laundry Soap — Name: Sue Jones

12 Brands

I found that the main color on laundry soap packages is red.

	GREEN	YELLOW	RED	BLUE	ORANGE
1	X	X	X	X	X
2		X	X	X	X
3			X	X	
4	X		X		
5	X	X	X		

Staple your worksheet to your survey sheet and put it in the folder marked Completed Papers.

Worksheet 4

Name Key Date _____

Pretend you are working at a big factory that makes many different products. What color would you make the packages for these products? Why did you choose this color?

answers may vary, but some suggestions are given.

Sunshine Cookies Yellow
Why? reminds you of sunshine

Natural Granola tan, brown
Why? natural (earth) tones

Tomato Sauce red
Why? color of tomatoes

Grape Jelly purple
Why? reminds you of grapes

Hot Fudge Sauce brown, white
Why? colors in a hot fudge sundae

Carrots orange
Why? color of carrots

Be sure to put your paper in the folder marked Completed Papers.

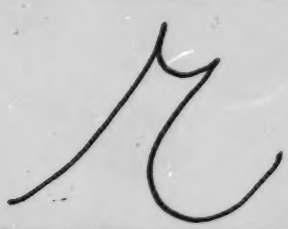
Worksheet 5

Name Key Date _____

Look at the different styles of lettering below. Fill in 2 words that describe each type of letter. Then fill in a product that might use this type of lettering on its package. Use the word bank and product bank below or think of your own.

WORDS	PRODUCTS
1. fat	1. pillows
2. soft, wide curved	2. fabric softener candy, comic books

WORDS	PRODUCTS
1. skinny, tall	1. Shoestring potatoes
2. narrow, high thin	2. matches comic books



WORDS	PRODUCTS
1. narrow curved swirly	1. pens
2. thin skinny	2. candy

WORD BANK	PRODUCT BANK
fat skinny wide tall	fabric softener candy
narrow high fancy	showstring potatoes matches
swirly thin soft curved	pillows comic books pens

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Worksheet 6

Name Key Date

Use the lettering guides you find in the big art box. Write three of the product names listed below in the style of lettering you think would fit the type of product you choose.

POPSICLES, HOT DOTS CANDY, ROLLING WRITER PENS, MARSHMALLOWS, MATCHES, BALLOONS

1.

2.

responses will vary

3.

FOR FUN: Make a name tag for your desk. Use your favorite type of lettering.

Use extra paper in the Art Box.

Return all art materials to the Art Box!!

Worksheet 7

Name Key Date _____

Design a character to go with these new products. Make the character easy to see. The character can be serious or funny. Think of all the different types of characters you could use. All the materials you will need are in the big art box in the Packaging Center.

ZIPPY GLUE

ARCTIC ICE CREAM

Responses will vary

Worksheet 7 (con't)

Name Key Date _____

AUNT MARY'S CUPCAKES FLASH TENNIS SHOES

Responses will vary

TAPE SCRIPT

Color is everywhere. We see it in the sky, the ocean, plants, animals and people. Color adds beauty to our surroundings. Everything in the world has color, buy a painter can paint a picture by starting with only three colors. They are red, blue, and yellow. Those colors are called Primary Colors. They can be mixed to make many other colors. When we mix red and yellow together we get orange. Blue and yellow mixed together make green. The primary colors red and blue make purple when they are combined. The colors green, purple and orange are called Secondary Colors. Secondary colors are colors that are made by mixing two primary colors together.

Seeing color can make us think of or feel certain things. When you are sad you are said to be feeling "blue". People who lose their temper are said to "see red". Scientists who study color have found that color can affect how we feel. They have described some colors as "hot" and other colors as "cool". Light blues and greens are called cool colors. They tend to remind people of cool streams and green grass. Cool colors soothe and calm people. Hot colors are reds, oranges, and bright yellows. They are the colors of fire and the sun on a hot summer day. Hot colors excite people.

When people who make products decide on the colors of their package, they must consider many things...what kind of product is it? What is it used for? What do we want people to think of when they see our package. For example, if you helped to design a package for a new lemonade mix, what color would you choose? (Pause) Would yellow be a good choice.

TAPE SCRIPT (Con't)

What does the color yellow remind you of? (Pause) A hot day? Lemons? Sunshine? The maker of the product thinks of all those things. They also remember that yellow is a "hot" color; it catches attention, it reminds buyers of how hot and tired they might be and how good a nice, cool glass of lemonade might taste.

Let's review --can you remember the primary colors? (Pause) They are red, yellow, and blue. Remember that secondary colors are made by mixing 2 primary colors together. Red and yellow makes orange, blue and yellow makes green, and red and blue makes purple. Orange, green, and purple are secondary colors. Also remember that certain colors make us feel certain ways. Hot colors are red, yellow, and orange. Cool colors are light blues and greens.

Next time you go shopping, watch the ways product makers use color in their packages. You will be able to see the reasons why packages are designed in certain color combinations. Happy Hunting!!!

Now turn off the tape, rewind it, and return the tape to it's container. Get the worksheet marked Worksheet 2. When you have finished, turn in the worksheet and mark your record sheet.

BYE...BYE!!!!

APPENDIX

This appendix contains copies of all worksheets and assessments. These copies may be used to make your own classroom quantity copies. To use, unstaple the sides of the teacher's guide and remove the worksheet and assessment pages. Restaple the remaining pages of the teacher's guide.

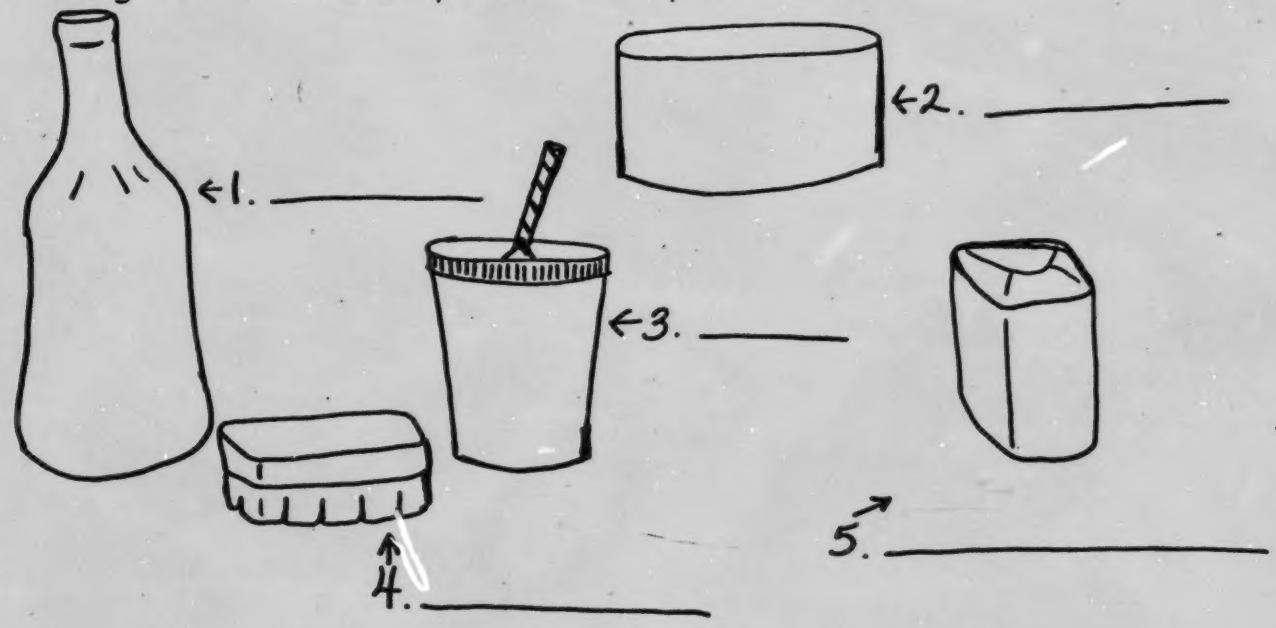
Worksheet 1

Name_____ Date_____

Follow the directions for each part. This is an easy worksheet on packaging.

PART A

Match the product with its package. Choose from the products below. Write the product name on the line to the right of the product picture.



PRODUCTS		
eggs		tuna
catsup	soft drinks	flour

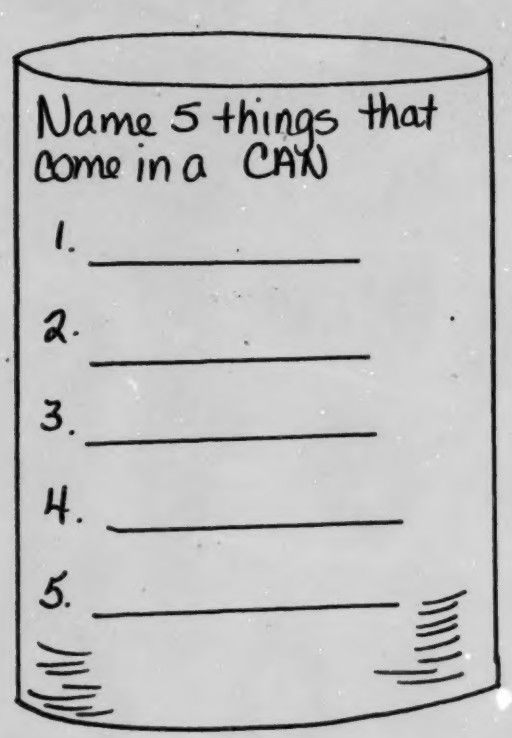
NOW...go to the next page for PART B

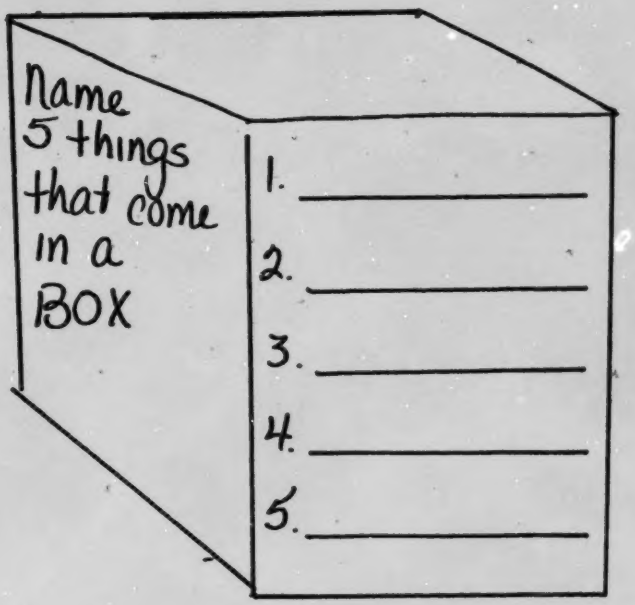
Worksheet 1 (con't)

Name_____ Date _____

PART B

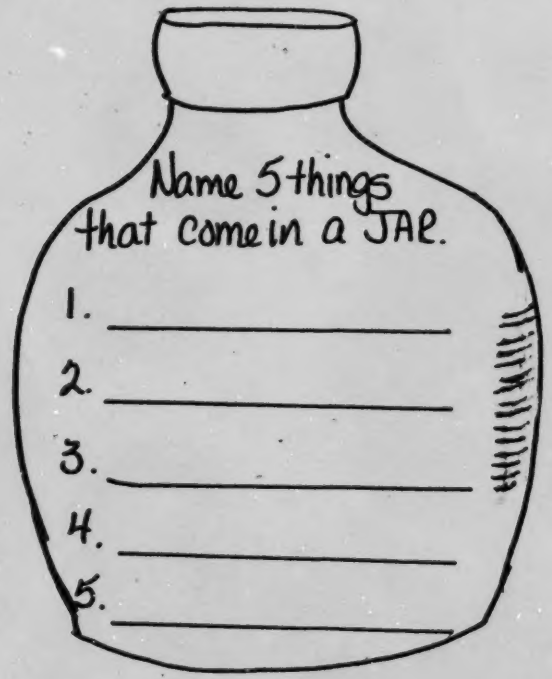
Fill in each container with products you can buy that come packaged in that container.





Worksheet 1 (con't)

Name _____ Date _____



Now, check your work, color in your record sheet, and show this worksheet to your teacher.

Worksheet 2

Name_____ Date_____

PART A

Fill in the blanks with color names. Remember what you learned on the tape. If you do not remember, listen to the tape again.

Primary Colors: _____ _____ _____

Secondary Colors: _____ _____ _____

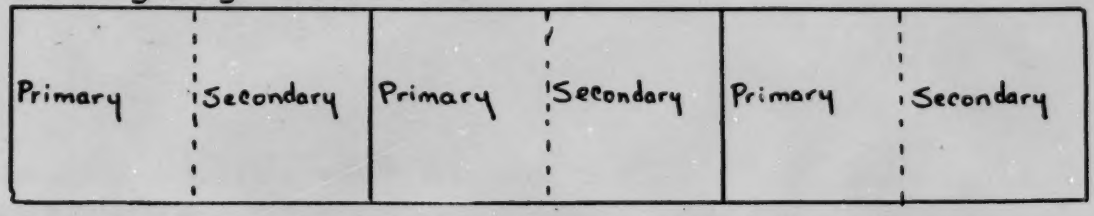
Hot Colors: _____ _____ _____

Cool Colors: _____ _____ _____

My Favorite Color: _____

PART B

Fill in the color bar. Use cellophane primary colors and overlap these to get secondary colors. You may glue or tape these to the sheet. All the supplies for this activity are at the Packaging Center.



When you are finished- put your sheet in the folder marked Completed Papers. Color in your record sheet!

Worksheet 3

SURVEY

Name _____ Date _____

Directions: Pick one type of product at either the grocery store or toy department. Either go to the store or use the packages we have at the Packaging Center.

Make a chart of the main color on the packages. You can set up your chart several ways. Here is an idea or you can use your own type of chart.

SAMPLE

Laundry Soap — Name: Sue Jones

12 Brands

I found that the main color on laundry soap packages is red.

	GREEN	YELLOW	RED	BLUE	ORANGE
1	X	X	X	X	X
2		X	X	X	X
3			X	X	
4	X		X		
5	X	X	X		

Staple your worksheet to your survey sheet and put it in the folder marked Completed Papers.

Worksheet 4

Name _____ Date _____

Pretend you are working at a big factory that makes many different products. What color would you make the packages for these products? Why did you choose this color?

Sunshine Cookies _____

Why? _____

Natural Granola _____

Why? _____

Tomato Sauce _____

Why? _____

Grape Jelly _____

Why? _____

Hot Fudge Sauce _____

Why? _____

Carrots _____

Why? _____

Be sure to put your paper in the folder marked Completed Papers.

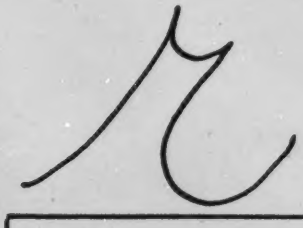
Worksheet 5

Name_____ Date_____

Look at the different styles of lettering below. Fill in 2 words that describe each type of letter. Then fill in a product that might use this type of lettering on its package. Use the word bank and product bank below or think of your own.

	WORDS	PRODUCTS
1.	fat	1. pillows
2.	_____	2. _____

1.	_____	1. _____
2.	_____	2. _____



1.	_____	1. _____
2.	_____	2. _____

WORD BANK	PRODUCT BANK
fat skinny wide tall	fabric softener candy
narrow high fancy	showstring potatoes matches
swirly thin soft curved	pillows comic books pens

Boxed in...Bagged up...In a Wrapper

Worksheet 6

Name _____ Date _____

Use the lettering guides you find in the big art box. Write three of the product names listed below in the style of lettering you think would fit the type of product you choose.

POPSICLES, HOT DOTS CANDY, ROLLING WRITER PENS, MARSHMALLOWS, MATCHES, BALLOONS

1.

2.

3.

FOR FUN: Make a name tag for your desk. Use your favorite type of lettering.

Use extra paper in the Art Box.

Return all art materials to the Art Box!!

Worksheet 7

Name _____ Date _____

Design a character to go with these new products. Make the character easy to see. The character can be serious or funny. Think of all the different types of characters you could use. All the materials you will need are in the big art box in the Packaging Center.

ZIPPY GLUE

ARCTIC ICE CREAM

Worksheet 7 (con't)

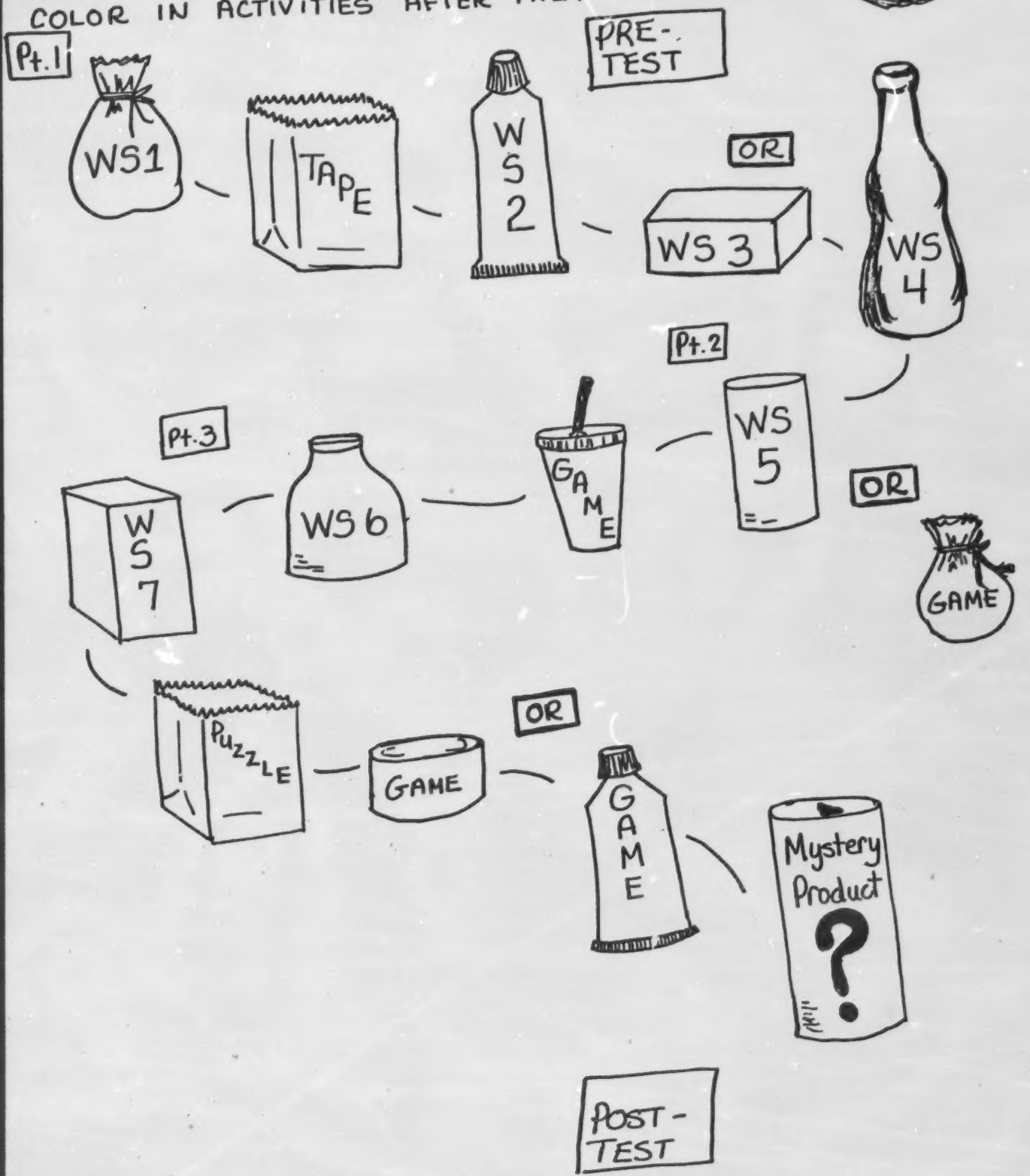
Name _____ Date _____

AUNT MARY'S CUPCAKES FLASH TENNIS SHOES

'S RECORD →

KEEPING SHEET

COLOR IN ACTIVITIES AFTER THEY ARE FINISHED.



TEACHER RECORD SHEET FOR _____

BOXED IN...BAGGED UP...IN A WRAPPER

GRADE _____

DIRECTIONS: *NOTE Please record the date that the student completed the activity.

PRE-TEST: Section 1 _____

Section 2 _____

Section 3 _____

Total _____

SECTION 1

Worksheet 1 _____

Tape _____

Worksheet 2 _____

Worksheet 3 _____
or
Worksheet 4 _____

Comments: _____

_____

_____

_____

SECTION 2

Worksheet 5 _____
or
Game _____

Game _____

Worksheet 6 _____

Comments: _____

_____

_____

_____

SECTION 3

Worksheet 7 _____

Puzzle _____

Game _____
or
Game _____

Mystery
Products _____

Comments: _____

_____

_____

_____

POST-TEST _____

Comments: _____

_____

_____

QUEST _____

Comments: _____

_____

_____

REWORK _____

Comments: _____

PRE-TEST

Boxed In, Bagged up, in a Wrapper

Name _____ Date _____

Teacher _____ Grade _____

Circle the letter of the correct answer.

1. The three primary colors are
   a. orange, red, yellow
   b. red, blue, yellow
   c. yellow, green, orange
   d. green, red, blue

2. Which of the following is a secondary color?
   a. red
   b. yellow
   c. green
   d. blue

3. Which of the following is a "hot" color?
   a. pink
   b. green
   c. blue
   d. white

4. Which of the following is a "cool" color?

   a. red

   b. orange

   c. black

   d. blue

5. The three main "attention getters" on a package are

   a. color, size, weight.

   b. weight, characters, color.

   c. characters, color, lettering.

   d. size, weight, color.

6. Why do manufacturers (product makers) use characters to sell their products?

   a. The manufacturer likes the character.

   b. It makes the package look better.

   c. You will remember their product and want to buy it.

   d. Because the character uses the product.

7. Which of the following would make you want to buy this package?

   a. shape

   b. weight

   c. character

   d. lettering

8. Which of the following would make you want to buy this package?

   a. color and lettering
   b. color and character
   c. character and lettering
   d. weight and color

9. Which of the following would make you want to buy this package?

   a. color and weight
   b. character and size
   c. size and weight
   d. character and color

10. The printing on a box of straws looks like this: STRAWS because

   a. the artist can only make this kind of lettering.
   b. straw packages always use this kind of lettering.
   c. this kind of lettering reminds you of straws.
   d. this kind of lettering makes you thirsty.

POST-TEST

Boxed in, Bagged up, in a Wrapper

Name _____ _____ Date _____

Teacher _____ Grade _____

Put P on the line by the primary colors. Put S on the line by the secondary colors.

1. _____ blue
2. _____ green
3. _____ red
4. _____ yellow
5. _____ purple
6. _____ orange

Write the word "hot" on the line beside the hot colors.

7. _____ blue
8. _____ red
9. _____ pink
10. _____ orange
11. _____ white
12. _____ green
13. _____ yellow

Circle the letter of the correct answer.

14. Hot colors are used on packages because they

a. grab your attention.

b. make you think of fire.

c. make you feel warm.

d. do not call attention to the product.

15. The wrapper on a pillow looks like this: PILLOW because

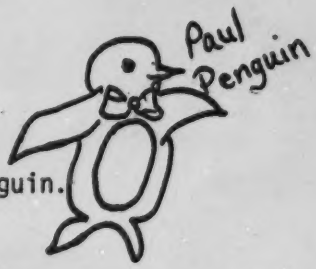
a. the lettering looks soft and fluffy like a pillow.

b. this lettering makes you sleepy.

c. it is the only kind of lettering the artist could make.

d. pillows always have that kind of lettering.

16. A box of ice cream bars uses this character because



a. people who eat ice cream like penguins.

b. the owner of the ice cream company is Mr. Paul Penguin.

c. penguins like ice cream.

d. it makes you think of something cold.

17. Why did the Yummy Tummy Cookie Company use this character on their box?

a. Elves made the cookies.

b. Kids like cartoon characters and will ask their mothers to buy these cookies.

c. Elves like to eat cookies.

d. It is a picture of the president of the Yummy Tummy Cookie Company.

18. The main color on a lemonade drink package might be yellow because:

    a. yellow is a "hot" color.

    b. yellow is the color of lemons.

    c. yellow is the product maker's favorite color.

    d. yellow is a "cool" color.

19. For the lettering on a package of <u>frozen</u> green beans which of the following colors might be used?

    a. pink

    b. orange

    c. blue

    d. black

20. Which of these are used by manufacturers (product makers) to make you want to buy their product?

    a. lettering and characters

    b. characters and colors

    c. size of package, color and characters

    d. lettering, characters and color

21. Product makers use art on packaging because

    a. it makes the package pretty.

    b. they like to do artwork.

    c. it makes the product more fun to use.

    d. they want you to buy their product.

PRE-TEST

Boxed In, Bagged up, in a Wrapper

Name Key Date _____

Teacher _____ Grade _____

Circle the letter of the correct answer.

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   a. orange, red, yellow
   (b.) red, blue, yellow
   c. yellow, green, orange
   d. green, red, blue

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   b. yellow
   (c.) green
   d. blue

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   b. green
   c. blue
   d. white

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   b. orange

   c. black

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a. the artist can only make this kind of lettering.

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d. this kind of lettering makes you thirsty.

POST-TEST

Boxed in, Bagged up, in a Wrapper

Name Key Date _____

Teacher _____ Grade _____

Put P on the line by the primary colors. Put S on the line by the secondary colors.

1. P blue
2. S green
3. P red
4. P yellow
5. S purple
6. S orange

Write the word "hot" on the line beside the hot colors.

7. _____ blue
8. hot red
9. hot pink
10. hot orange
11. _____ white
12. _____ green
13. hot yellow

Circle the letter of the correct answer.

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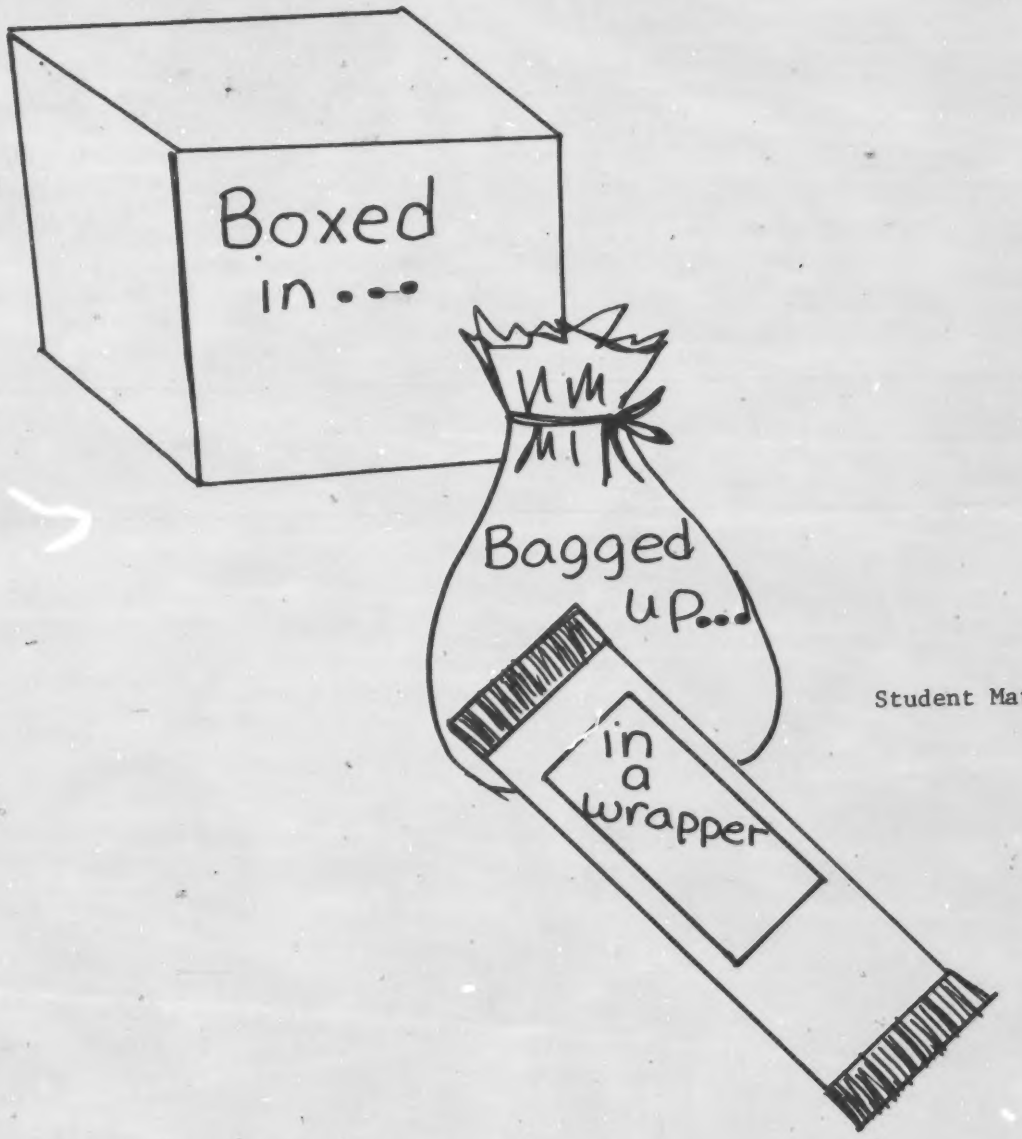

Student Materials

Written By

Cheryl Ranabargar!

Project COST
ESEA Title IV
Kansas State Dept. of Education
USD 449
Easton, KS 66020

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This is a

LEARNING CAPSULE

It will take you step-by-step through all of the activities, games, and puzzles in this booklet.

It will be fun... and you will learn a lot. Just follow the directions, and it will be easy!!

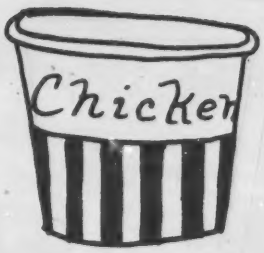
READY, SET, GO!!

This learning booklet is all about

Have you ever noticed that nearly everything you or mom or dad buys comes in some sort of package?

← Books have covers

Candy has wrappers →



← Chicken comes in barrels

Toys come in boxes →

← Soft drinks come in cups

Cereal comes in boxes →

Those were just a few of the packages you see every day.

This learning capsule is all about packages. There are many different types of packages, but they all have three things in common. They are: color, lettering, and characters. You will learn in this capsule how each of these factors can affect your buying decisions. If you do not know how product makers use color, lettering, and characters to attract attention to the things they make, you might buy something just because of how it looks, not because you need what's inside. Did you ever think about that? Most people do not, but after you finish this capsule, you will think before you buy!

Everything you need for this capsule will be at the packaging center. That will make your work easy!!

REMEMBER:

* follow directions carefully
* do all of the activities marked with a *
* be careful with materials--return everything to its place

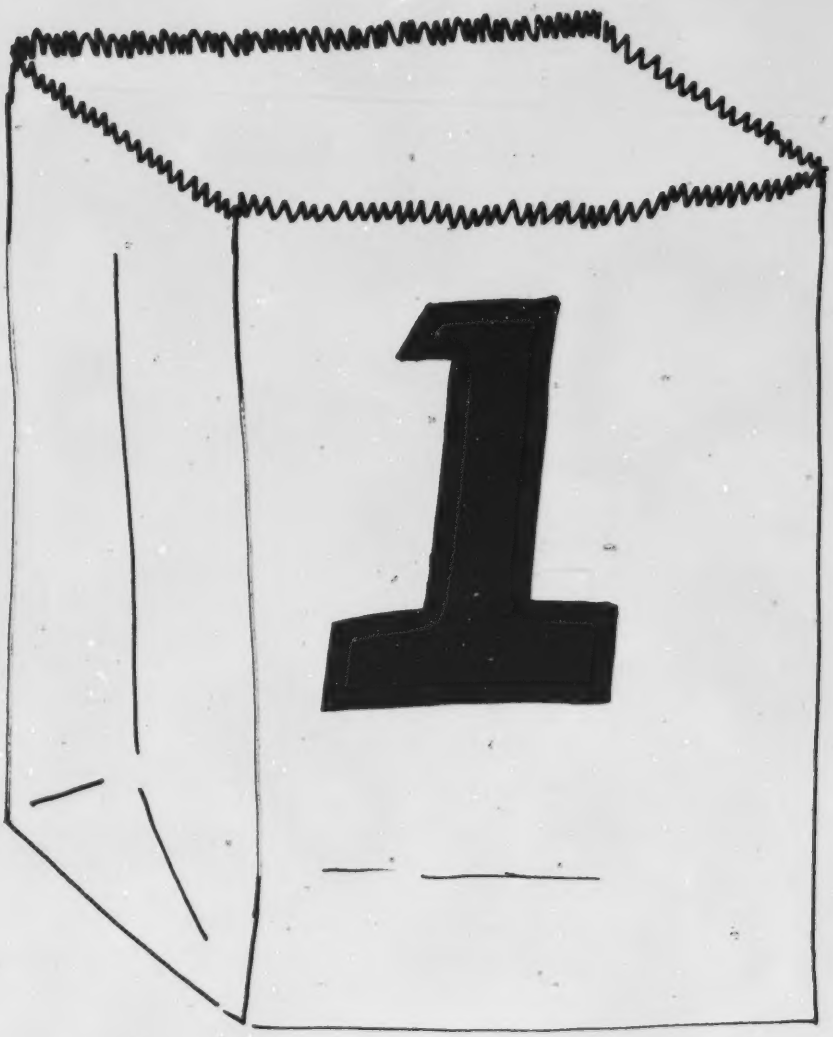
Boxed in...Bagged up...In a Wrapper

Before we get started with this capsule, go to the Packaging Center. Take the Pre-test, you will find it in the folder marked Pre-test. The Pre-test is a short activity for you to do so you and your teacher can find out how much you already know about packaging. Do not worry about any questions you cannot answer, just do your best. When you are finished, give the Pre-test to your teacher.

Now find the folder marked Record Sheets. Look in it for the record sheet with your name on it. Color in the package marked Pre-test. Every time you complete an activity, game or worksheet, color in the part of the record sheet that is marked with the same number as the activity you just completed. Always return your record sheet to the Record Sheet folder.

NOW, LET'S GET STARTED.....

SECTION



SECTION 1

Let's start with an easy activity on packaging!

ACTIVITY 1

* Try Worksheet 1

It is in the package marked Worksheet 1 at the Packaging Center.
(See, we told you nearly everything has a package!)

After you finish Worksheet 1, check it yourself...the answer key is in the folder marked Worksheet 1. Replace the folder where you found it.

THEN—

Show Worksheet 1 to your teacher!

Your teacher will be proud of your good work!!!

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Don't you feel good? Worksheet 1 wasn't tough at all, was it? Now that you have got the hang of this learning capsule, let's go on and see what will come next.

At the Packaging Center, you will see packages of many different types displayed. Notice that colors are one of the things that catch your attention when you shop.

To find out more about color, listen to tape 1. It is in the box marked Tapes at the Packaging Center. It will tell you many interesting things about color. The tape player is at the Packaging Center.

If you need help using the tape recorder, see your teacher.

After you listen to the tape, remember to rewind it and put it back in its box.

Now, let's see what you have learned about color...

* ACTIVITY 2

After listening to the tape on colors, complete Worksheet 2. It is in the folder marked Worksheet 2 at the Packaging Center.

After you complete Worksheet 2, place it in the folder marked Completed Papers.

Color can help catch your eye in the store...

Bright colors jump out at you.

Calm or light colors fade into the background.

This is why the people who make the packages you buy, use bright colors. They want to make sure that you notice their product as it sits on the shelf. If you notice it, you might buy it... That is what the maker of the product wants!

ACTIVITY 3

* Read both of the following activities. Then choose one of the activities listed--either activity A or activity B.

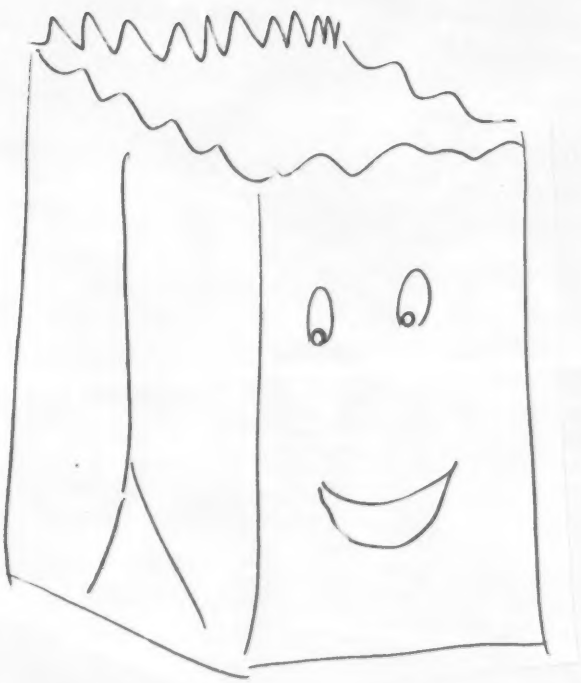
ACTIVITY A

Pick one type of product at either the grocery store or the toy department (candy, soap, etc.). Then make a chart of the main color on the package. You can set up your chart several ways. There are some ideas for setting up your chart on Worksheet 3. When you complete your chart, place it in the folder marked Completed Papers and color in your record sheet.

OR

ACTIVITY B

Pretend you are working at a big factory that makes many different products. Take Worksheet 4 and complete it. You will get to decide what colors should be used on different packages...and tell why you chose that color. When you have finished, put it in the folder marked Completed Papers. Color in your record sheet.



You sure have been working hard on Section 1. Now go on to Section2. You will learn more about packaging!

SECTION

SECTION 2

Lettering

affects the look of the packages you buy.

Have you ever noticed that...

* Chocolate bar packages use thick, soft letters? They look soft and inviting.

* Laundry soap uses bold, tough-looking letters? Like the soap can whip any dirt.

Let's L

carefully at the lettering used in packages.

There are many different types of lettering and each one tries to catch your attention so you will notice and buy the product.

ACTIVITY 4

*Let's play a game...
Take out the pizza wheel and packages that are in the big box in the Packaging Center marked

...then play the game "Letters Go Round."

Directions for playing this game are on the back of the game board.
Don't forget to put everything away when you are finished playing.

ACTIVITY 5

*Choose one of these activities--either Activity A or Activity B--Be sure to read them both before you choose.

ACTIVITY A
This is a matching exercise using letters. You will need to get the game board for Letter Matching from the Games Box. The rules for playing will be on the back of the game board. Show your completed game to your teacher.

ACTIVITY B
Take Worksheet 5. This is a matching exercise. When you are finished, place your worksheet in the Completed Papers folder. Remember to color in your record sheet as you finish each activity.

ACTIVITY 6

* Take Worksheet 6 from the Packaging Center and the lettering guides from the Art Box.

This is a fun art activity. You will be able to letter your own products. When Worksheet 6 is completed, take it to your teacher. Your teacher will ask you a few questions about your sheet.

Section 2 was a breeze, wasn't it?

There's more to learn in Section 3!!

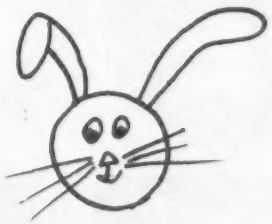
SECTION

SECTION 3

Now we have learned about the color and lettering on a package and how color and lettering influence you as a consumer. There is one more important part of a label...

Many packages have characters or people who represent their products...

Trix has its rabbit.



MacDonalds has Ronald.

These characters help you notice the product they represent. By calling attention to their product, with funny characters or people, the manufacturer is trying to help you remember the product and hopefully purchase it.

ACTIVITY 7

* Find the character and cartoon box at the Packaging Center. Match as many characters as you can with its product. Do as many as you can. Then check yourself. The answer key is with the game.

REMEMBER:

clean and pick up
all your papers
and games!!!!!!!!

See how many characters you know. The product makers know that funny characters or cute cartoons help fix their product in your mind. If you are thinking of their product as you shop, you will be likely to buy it.

ACTIVITY 8

* Find the folders for Worksheet 7 at the Packaging Center. Let's see how you do as an artist and inventor. In Worksheet 7 you will be designing a character to go with these new products.

Can you guess the brand name of these products??????

The characters tell you what brand they are.

ACTIVITY 9

* Choose ONE of these games. Either A or B. You will need to have a friend help you play each of these games. They are both in the Games Box at the Packaging Center.

GAME A

Find a friend and play Mystery Product. In this game you and your friend try to guess what the product or character in the puzzle is with the fewest puzzle pieces. More instructions are on the box.

GAME B

Find a friend and play with the Matching Cards. These are cards with characters on one half and product names on the other half. They can be fitted together to form a match--jigsaw puzzle style. Match them with your friend. They are in the Games Box at the Packaging Center.

In this capsule, you have learned the three main attention getters of a package.

Remember they are:

COLOR, LETTERING, and CHARACTERS

Let's take the three parts, put them together and make one nifty package.

*ACTIVITY 10

Imagine.... You have been hired to create a whole new package for a new product.

Think about everything you have learned.

What sort of product will you design?

Boxed in... Bagged up...In a Wrapper

Think about the colors that would be best for the package.

What kind of lettering would look best on your package?

Create a character to help you introduce your product to the buying public.

...ALMOST DONE!!

Ask your teacher... if you need any help or if you are stuck for an idea.

Boxed in...Bagged up...In a Wrapper

Show it to your teacher when you are finished. Hang up your completed package design in your classroom.

Now you are nearly finished with this capsule. It is time to review what you have learned. There are three main parts of a package. They are color, lettering, and characters. Manufacturers use all three to call attention to their products. They want you to notice and remember their product so you will buy it.

Ask your teacher to give you the Post-test. It is a short activity to find out how much you have learned. After you finish the Post-test, give it to your teacher.

Your teacher will want to visit with you, and pat you on the back---because you have just completed this capsule!!!

Hooray for you!!!!!!

QUEST

If you would like to learn more about packages and packaging, try one of these activities:

1. Interview a store-keeper. Ask him or her about the products that are found in that store. Ask for the store-keeper's view--find out if he or she thinks packaging affects the buyer's decision to purchase a product. Present your findings to your classmates.

2. Take a poll of your classmates. Make up two or three types of boxes for a new cereal. Ask them which cereal they would choose. Let them look at the boxes carefully. Present your findings to the class. All of the materials you need for designing the boxes will be at the Packaging Center. Use a chart to mark the choices you classmates make.